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ABSTRACT

A study examined the effect of a series of enrichment activities on the self-concept of 34 cooperative office education students in the East Baton Rouge School Parish (Louisiana). The students participated in an enrichment program consisting of 10 55-minute class periods of instruction in human relations and communication skills, ways of coping with stress and conflict, time management, physical fitness, success in the business environment, and motivation. A diagnostic tool called Personal Profile System was used to assess the self-concept of the 34 students. Next, the Tennessee Self-Concept Scale was used to compare the self-concept of the students in the treatment group with that of cooperative office education students in a control group. Although there were no statistically significant differences between the treatment and control groups, students in the treatment group liked the enrichment activities and found them to be useful self-assessment tools. The fact that the materials helped the students view themselves critically, identify their weaknesses, and formulate plans for improvement might explain why their self-concept scores did not increase between the pre- and posttests. (Appendixes to this report include discussions of the Personal Profile Instrument and Tennessee Self-Concept Scale and an analysis of the study's covariance source tables.) (MN)

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THE IMPACT OF ENRICHMENT ACTIVITIES UPON THE SELF CONCEPT OF SECONDARY COOPERATIVE OFFICE EDUCATION STUDENTS

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THE IMPACT OF ENRICHMENT ACTIVITIES UPON THE SELF CONCEPT OF SECONDARY COOPERATIVE OFFICE EDUCATION STUDENTS

Cooperative Office Education (COE) is a program within vocational business education that combines on-the-job training with related classroom instruction. In Louisiana, COE is offered to twelfth grade students as a capstone experience for those students who have been in vocational business education. At the secondary level, COE students attend classes at school for part of the day and work in community businesses in positions related to their respective career objectives for the other part of the day. The goal of secondary COE is to prepare students with sufficient technical business skills to go directly from high school to a successful career in the business world and/or continue with advanced business education at the postsecondary level.

Much of the COE secondary curriculum focuses on technical skill development. Research indicates, however, that a combination of technical skills and positive self concept leads to greater success in the business world. At the present time, self concept development is not taught as a formal subject in COE secondary instruction. There appears to be a need to investigate the addition and impact of formal instruction of self concept development in COE instruction.

The self concept has been, and still is, the subject of an enormous body of theory and research. The self has figured prominently in theory and

research on such issues as social control, personal aspiration, interpersonal attraction, and many others.

William James (1952) was one of the first to begin a systematic conceptualization of "self" beginning in 1890. He compared "self" to the infant at birth and postulated that through life experiences the "self" becomes "I" and "me." Coopersmith (1967) defined "self" as the object a person regards him/herself to be. Kinch (1963) stated that the individual's conception of himself emerges from social interaction, and that this interaction guides or influences the behavior of that individual.

Fitts (1971a) further clarified the term "self" by stating that an individual is not always sure of his/her true self, but only the "self" that is seen and experienced by him/her. In other words, the image or self concept one perceives of him/herself is learned through a lifetime of experiences with others and the realities of the external world. Rogers (1961), Seeman (1959), and Fitts (1971b) agree that the individual who has a clear, consistent, positive, and realistic self concept will generally behave in healthy, confident, and constructive ways.

Fitts (1971a) hypothesized three categories through which the self concept might be affected:

1. Experiences, especially interexperiences, which generate positive feelings and a sense of value and worth.
2. Competence, in areas that are valued by the individual and others.
3. Self actualization, or the implementation and realization of one's true personal potentialities whatever they may be (p. 38).

In summary, research indicates that individuals with high positive self concepts are less threatened by different tasks, people and situations; and they relate and work with others more comfortably and effectively. Therefore, the inclusion of self concept enrichment activities into the vocational business education curriculum should make the potential success of business education graduates greater.

STATEMENT OF THE PROBLEM

The purpose of this study was to determine if COE students who participate in an enrichment program designed to improve their self concepts, would have better, more positive, self concepts than COE students who do not participate in the enrichment program. In the context of this study, the terms "enrichment program" or "enrichment activities" refers to the teaching of a special unit of instruction in addition to the regular curriculum.

The underlying assumptions of this study were:

1. The COE students will develop and/or refine the necessary technical skills needed to be successful in an business position by graduation.
2. The self concept enrichment program, developed for this research study, can generate positive feelings and a sense of self worth to those who complete the program.
3. Students with positive self concepts will become better employees in the future.

HYPOTHESES

The following hypotheses were postulated for this research study:

1. Cooperative Office Education (COE) students who participate in a self concept enrichment program will have more positive self concept total score as measured by the Tennessee Self Concept Scale (TSCS) than COE students who do not participate in the program.

2. COE students who participate in a self concept enrichment program will have higher scores on the Identity sub-scale of the TSCS than COE students who do not participate in the program.

3. COE students who participate in a self concept enrichment program will have higher scores on the Self Satisfaction sub-scale of the TSCS than COE students who do not participate in the program.

4. COE students who participate in a self concept enrichment program will have higher scores on the Behavior sub-scale of the TSCS than COE students who do not participate in the program.

5. COE students who participate in a self concept enrichment program will be more open and have a higher capacity for self criticism as measured by the Self Criticism scale of the TSCS than COE students who do not participate in the program.

METHODS

Overview

The design of this research is best classified as quasi-experimental. Three intact COE classes, each at a different school within East Baton Rouge School Parish (Louisiana), were used in the study. Thirty-four students in two of the COE classes received the self concept enrichment program. Twenty-five students in the third COE class served as a control group and did

not receive the self concept enrichment program. All students were given the Tennessee Self Concept Scale (TSCS) as a pretest prior to the teaching of the enrichment program and as a posttest following the enrichment instruction. The design of the study is visually depicted below.

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The major reason a quasi-experimental research design was chosen was to implement the treatment (the self concept enrichment program) in the environment for which it was designed - real COE students in real COE classes. A true experimental design was not possible because individual students could not be removed from intact COE classes and randomly assigned to a treatment group or a control group. School schedules and environment precluded "pure" experimental research in this study.

Evon Guba (1982), in a paper prepared for the National Center for Research in Vocational Education, was somewhat critical of educational researchers who blindly cling to the notion that true experimental research is the holy grail of educational research. Guba maintained that most true experimental research in education is not really applicable to the classroom because classrooms are not random samples but intact groups. Guba believed more useful educational research could be accomplished by using intact groups in quasi-experimental research designs and in-depth case studies of successful school practices in their natural environment.

The major problem of using intact groups in quasi-experimental research is the possibility of having unequal groups. However, through the use of

proper statistical techniques, such as analysis of covariance, the potential problems of using non-comparable groups can be handled.

Subjects

Each of the COE classes were selected because of the teachers' willingness to participate and the similarity of demographic data of the three schools. Each participating school had an enrollment between 900-1200. Each school had equal representation of black and white students with varied socio-economic and intellectual levels.

A total of 59 students participated in the study. Thirty-four students were in the two intact COE classes which received the treatment and twenty-five students in the third intact COE class served as the control group. Analysis of covariance was used to adjust for the unequal number and differences in initial self concept scores among the two groups. All students were in the twelfth grade. Each of the 59 students was informed that:

1. Participation in the study would not affect his/her grade,
2. Individual names would not be used, and
3. All test scores would be reported in statistical or summary form.

The Treatment - Self Concept Enrichment Program

The enrichment program consisted of 10, fifty-five minute, class periods of instruction. Each COE class in the treatment group received one class period of self concept enrichment instruction for ten consecutive school days. Following is an outline of the content included in the enrichment program:

I. Developing Human Relations and Communications Skills
   A. Understanding own personality traits or behavioral style
   B. Understanding others personality traits or behavioral style

II. Coping Successfully with Stress and Conflict
   A. Causes of stress in the work place
   B. Understanding how different behavior styles tend to act in stressful situations

III. Time Management
   A. Planning
   B. Setting Priorities
   C. Concentration

IV. Physical Fitness
   A. Exercise
   B. Rest

V. Success in the Business Environment
   A. Training and knowledge required
   B. Money management
   C. Appropriate dress for the business world
   D. Sexual harassment and unfair employment practices

VI. Motivation
   A. Motivation of self
   B. Motivation of others

The instructors for the self concept enrichment program were selected from outside the participating schools' faculties. Steve Morgan, a certified Performax trainer, known for his work in self concept development, and Dr. Harry Moon, a national leader in business education were asked to serve as enrichment instructors.

Mr. Morgan used a diagnostic tool called the Personal Profile System (PPS) to assist in determining the personality types of the students (see Appendix A for more information on the PPS and how it was used as a diagnostic tool). The PPS personality information was used to guide class discussions and determine activities which would best meet the students' self

concept needs. The PPS was not given to the control group and is not considered part of the treatment used in this research. A copy of the PPS instrument is not included in Appendix A because it is copyrighted and not available for publication in this document.

Instrumentation

This study was designed to determine if participation in a self concept enrichment program increased the self concept of secondary COE students. The self concept was measured by the Tennessee Self Concept Scale (TSCS).

The Tennessee Self Concept Scale

The TSCS Counseling Form was the instrument used to measure the self concept. The Scale consists of 90 self-descriptive statements designed to allow the subject to portray his/her own picture of himself/herself, and ten mildly derogatory statements designed for self criticism. The TSCS score sheet can be visualized as a 3 x 5 grid (see Appendix B) which represents three categories of internal referents: identity, self satisfaction, and behavior.

The TSCS is a standardized instrument that has been widely used in educational and psychological measurement (Buros, 1978). The validation processes used in developing the instrument included content validation, construct validation, and concurrent validation. A panel of judges was used to verify content validity. Construct validity was ascertained by

administering the instrument to two extremely diverse groups to verify that the two groups would indeed score differently. Finally, several researchers have correlated TSCS scores with other personality measures and have obtained positive correlations. A detailed discussion of the Tennessee Self Concept Scale can be found in The Seventh Mental Measurements Yearbook. A copy of the Tennessee Self Concept Scale is not included in the appendix because it is copyrighted and not available for publication in this document.

Reliability estimates for the Tennessee Self Concept Scale have ranged from .60 to .92 depending upon the group being evaluated. In this research the reliability estimate was .75 using the test-retest procedure for determining reliability.

Scoring

There were five response alternates for each of the 90 self- descriptive items--ranging from completely false, mostly false, partly false and partly true, mostly true, and completely true. Each self- descriptive statement and each self criticism statement was given a score ranging from one to five. The TSCS yields scores in two major categories:

Category I

A. The Total Positive Scores

The total positive scores are derived from the two-dimensional, 3 x 5 grid. The total positive score reflects the overall level of self esteem of the subject. A high positive total score generally indicates that the subject views him/herself as a person of value and worth and has confidence in him/herself. A low positive total score indicates that the subject is doubtful of his/her value and worth and has little self confidence.

The two-dimensional, 3 x 5 grid which yields the Total Positive Score is composed of row scores and column scores. These are further identified by describing the row scores separately.

Row 1 - Identity. This row contains the "what I am" items. It lets the subject describe his/her basic identity as perceived by him or her.

Row 2 - Self Satisfaction. This row contains items that describe how the subject feels about the self he/she perceives. This score reflects the level of self satisfaction or self acceptance of the individual.

Row 3 - Behavior. This row contains items that describe "what I do, or this is the way I act." It gives the subject an opportunity to express his/her perception of his/her own behavior.

Category II

B. The Self Criticism Score

The ten mildly derogatory statements constitute the Self Criticism score. The items were included on the score sheet, but were not a part of the 3 x 5 grid. High scores indicate a normal, healthy openness and capacity for self criticism. Low scores indicate defensiveness and a deliberate effort to present a favorable picture.

Data Collection

The pretest of the TSCS was administered to the treatment group and the control group at the beginning of the study. The students were allowed 20 minutes to complete the test. At the conclusion of the study, a posttest of the TSCS was administered to the experimental group and the control group. The students were allowed 20 minutes to complete the test. Each of the groups were given the pre and posttest under as similar conditions as possible in a school setting.

Data Analysis

Analysis of covariance was the statistical procedure used to analyze the data. This statistic was chosen because of it's ability to control for initial differences in the two groups. The type of treatment (enrichment program or no enrichment program) was considered to be the independent variable. Five different dependent variables were analyzed:

1. Total self concept score
2. Identity score
3. Self satisfaction score
4. Behavior score
5. Self criticism score

Pretest scores were used as the covariate.

The written comments of the students who participated in the treatment groups were also studied. Because of the nature of the comments they were not subjected to statistical analysis.

FINDINGS

The findings will be discussed as they relate to each of the five hypotheses.

Total Self Concept Scores

The first hypothesis was that COE students who participate in a self concept enrichment program will have more positive self concept <u>total scores</u> as measured by the TSCS than COE students who do not participate the program.

The mean pretest score on the TSCS for the treatment group was 345.5 and the mean posttest score was 343.76. The control group had a mean pretest score on the TSCS of 321.92 and a mean posttest score of 328.96. Statistical analysis of the experimental and control groups' pre and posttest self concept scores revealed no differences between the two groups which could be attributed to the treatment ($F(1,58) = 0.01$, $p > .05$). These data are displayed in Table 1. The analysis of covariance source table is in Appendix C.

The first research hypothesis was not supported by the findings.

Table 1
Total Positive Self Concept Scores of Treatment and Control Groups

Group	Pretest Mean	S.D.	Posttest Mean	S.D.	F
Treatment (N=34)	345.50	34.62	343.76	30.18	0.01
Control (N=25)	321.92	34.96	328.96	32.16	

Identity, or "what I am" scores

The second research hypothesis was that COE students who participate in a self concept enrichment program will have higher scores on the Identity sub-scale of the TSCS than COE students who do not participate in the program.

Statistical analysis of the experimental and control groups' pre and posttest scores revealed there was no difference in the two groups on the

Identity sub-scale scores ($F(1,58) = 0.50$, $p>.05$). Neither group showed a significant change from the pretest to the posttest nor was there a significant difference between the two groups which could be attributed to the treatment. The treatment group scored 128.97 on the pretest and 130.09 on the posttest. The control group scored 120.88 on the pretest and 123.84 on the posttest. See Table 2 for the data in tabular form and Appendix C for the analysis of covariance source table.

The second research hypothesis was not supported by the findings.

Table 2
Identity Scores of Experimental and Control Groups

Group	Pretest Mean	S.D.	Posttest Mean	S.D.	F
Treatment (N=34)	128.97	9.65	130.09	8.90	0.50
Control (N=25)	120.88	12.87	123.84	10.53	

Self-satisfaction or "how she/he accepts themselves" scores

The third research hypothesis was COE students who participate in a self concept enrichment program will have higher scores on the Self Satisfaction sub-scale of the TSCS than COE students who do not participate in the program.

The students in the treatment group had a mean posttest score of 104.62 on the Self Satisfaction scale and a pretest score of 107.47. The control group scored 99.4 on the posttest and 96.36 on the pretest. These

differences were not significantly different ($F(1,58) = 0.34$, $p>.05$). These data are found in Table 3 and the analysis of covariance source table is found in Appendix C.

The third research hypothesis was not supported by the findings.

Table 3
Self-Satisfaction Scores of Experimental and Control Groups

Group	Pretest Mean	S.D.	Posttest Mean	S.D.	F
Treatment (N=34)	107.47	14.56	104.62	13.68	0.34
Control (N=25)	96.36	14.02	99.36	11.72	

Behavior or "what I do, or how I act" scores

The fourth hypothesis was COE students who participate in a self concept enrichment program will have higher scores on the Behavior sub-scale of the TSCS than COE students who do not participate in the program.

The two groups had similar scores, with little change from pretest to posttest. The treatment group had identical scores of 109.06 on both the pretest and posttest. The control group scored 104.72 on the pretest and 105.76 on the posttest. This difference was not statistically significant ($F(1,58) = 0.13$, $p>.05$). See Table 4 for a visual display of the data and Appendix C for the analysis of covariance source table.

The fourth research hypothesis was not supported by the findings.

Table 4
Behavior Scores of Experimental and Control Groups

Group	Pretest Mean	S.D.	Posttest Mean	S.D.	F
Treatment (N=34)	109.06	16.40	109.06	11.85	0.13
Control (N=25)	104.68	12.06	105.76	13.32	

Self Criticism Scores

The fifth and final hypothesis was COE students who participate in a self concept enrichment program will be more open and have a higher capacity for self criticism as measured by the Self Criticism scale of the TSCS than COE students who do not participate in the program. A high score indicates a normal, healthy openness, and a capacity for self criticism and a low score indicates defensiveness and a deliberate effort to present a favorable picture.

The mean pretest score of the treatment group on the self criticism scale was 36.27 and the posttest score was 36.24. The control group had a mean pretest score of 35.24 and a posttest score of 35.72. There was not a statistically significant difference between the two groups ($F(1,58) = 0.12$, $p>.05$). See Table 5 for a visual display of the data and Appendix C for the analysis of covariance source table.

The fifth research hypothesis was not supported by the findings.

Table 5
Self Criticism Scores of Experimental and Control Groups

Group	Pretest Mean	S.D.	Posttest Mean	S.D.	F
Treatment (N=34)	36.27	6.35	36.24	5.63	0.12
Control (N=25)	35.24	4.36	35.72	4.44	

Student Comments

In a research activity such as this the views of the students toward the activities in which they participated are also of importance. Since there are no control group comments by which to compare, the comments about the effectiveness of the treatment were not categorized for possible statistical analysis. In general the students were positive about their involvement in the study. Excerpts from their comments are:

"The seminar was very beneficial to me."

"I have never had anyone talk to me about myself the way we talked during the seminar."

"I learned a lot of new things about myself."

"We learned more about ourselves and each other than we really thought was possible."

"It was strange to think that we really do not know ourselves, although we have lived with ourselves all of our lives."

"I know that I will never forget this seminar because it moved me in a way that is hard to explain."

"I learned a lot about myself and others; you made it fun and interesting for everyone."

"After the seminar, I felt like kicking up my heels!"

"Thank you."

DISCUSSION AND CONCLUSION

The major purpose of this study was to determine if COE students who participated in an enrichment program designed to improve their self concept would have a more positive self concept than COE students who did not participate in the enrichment program. Based upon the scores yielded by the measuring instrument and the statistical analysis performed, the only answer which can be given is "no". There were no statistically significant differences between the treatment and control groups on total self concept scores or any of the sub-scale scores. However, a close examination of the data reveals three interesting trends, though not statistically significant, may be of some importance.

One observation which is warranted has to do with the starting point of each group of students. For some reason, students in the treatment group started the study with an average self concept score 23 points higher than students in the control group. Why did the treatment group have a higher self concept scores initially? Did the teachers include self concept information in the regular business curriculum prior to the enrichment program? Did these teachers willingly participate in the study because of their strong beliefs in self concept development? An interesting question for speculation is what would have happened if the two groups had been reversed? If the control group had received the treatment, would they have

obtained the self concept level already possessed by the experimental group? Given the high self concept level of the treatment group at the start of the study, it is not surprising that the results were not different.

A second observation has to do with the pretest and posttest scores of the control group. The control group did not receive any type of treatment other than the normal instruction of their teacher. Yet on the posttest, the control group scored higher on all dependent variables (total self concept, identity, self satisfaction, behavior, and self criticism) than they did on the pretest. The law of probability indicates the control group should score higher on some posttest measures but should also score lower on other posttest measures. From a probability viewpoint, one would not expect the control group to score higher on all five dependent variables on the posttest. It appears something may have been happening in the control group.

A third interesting trend is the amount of deviation on test scores in the treatment group from pretest administration to posttest administration. The standard deviation of test scores in the treatment group was lower on each of the five posttest scores than on the pretest. Again from a probability viewpoint, one would not expect all of the standard deviation scores to decrease. Even though the differences in TSCS scores on the pretest and posttest were not significant, the fact that the standard deviation of scores on all five dependent variables decreased indicates the students were becoming more homogeneous in their thinking. There was not as much diversity in their perceptions of themselves on the posttest. This may be a chance happening or perhaps the workshop was causing the students to

critically think about self concept.

The comments from the students in the treatment group indicated they liked the material they were receiving. They also indicated they were carefully evaluating themselves and thinking about the material as it related to them. This might explain why their self concept scores did not increase; they were looking at themselves critically, identifying weaknesses, and formulating plans for improvement. When people spend two weeks of intensive study examining themselves, they may discover new deficiencies as they begin to gain a more realistic perception of themselves. Measuring the students' self concepts at the end of the two weeks may not be the best time to measure self concept. If the workshop did make a difference for the students, it may take some time for the students to implement what they learned in order to observe self concept growth. A retesting of the students in the treatment group after three to six months might reveal some change in self concept.

Overall, this study has raised more questions than it has answered. On the surface it appears the self concept enrichment workshop did not improve student self concept. This may be true. It is also possible that the differences in control and treatment groups was responsible for the non-significant findings. Perhaps, a delayed measurement of self concept scores after the treatment would have yielded different results. It is possible the measuring instrument used was not sophisticated enough. There are a host of plausible explanations for the results of the study.

Based upon the findings of this one study it would not be appropriate to make programmatic recommendations. However it would be appropriate to make recommendations for additional research to either verify these findings or

investigate further aspects of self concept development. As a result of this research the following questions need to be answered:

1. If this study was replicated at the start of the school year in 12th grade instead of during the later part of the school year, would the results have been the same?

2. Would a true experimental design instead of a quasi-experimental design yield different results?

3. Would an administration of the Tennessee Self Concept Scale three months after the end of the workshop yield different results?

4. Are cooperating employers able to see a differences in students who have and have not participated in a self concept development workshop? It is recommended that employers complete an assessment instrument on students prior to and after participation in the workshops if they are repeated in the future.

5. Do students who participate in the self concept enrichment workshops perform better on their first job than students who did not participate in the workshops?

SUMMARY

The self concept enrichment workshops did not improve the self concept of participating students as measured in this research study. However, the final verdict may not be in.

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Appendix A

THE PERSONAL PROFILE INSTRUMENT AND ITS USE IN THE SELF CONCEPT ENRICHMENT PROGRAM

The Personal Profile System (PPS) is published by Performax Systems International, Inc. It is sold only to Certified Performax Trainers for their use in human development. The profile instrument is based upon the works of William M. Marston (1979). It incorporates four dimensions of a four-trait theory of personality: (1) Dominance, (2) Influencing, (3) Steadfastness, and (4) Compliance. It is a latent ink, self-reporting instrument that translates complicated behavioral theory into practical information. It can be self-administered and self-scored. Subject areas where it is widely used are: self esteem, self awareness, communications, productivity, team building, personal decisions, and sales training.

The PPS is standardized, simple to use, and widely applicable (Kaplan, 1984; O'Conner, 1983). Its purpose is to assist people in the identification of behavioral styles in themselves and others. For example, the Personal Profile identifies personalities or behavioral styles in four categories called the "DISC" behavioral model. The "D" represents a personality or behavioral style that is predominately dominant and/or driven. The "I" represents a personality or behavioral style that is interactive (people oriented). The "S" represents a personality or behavioral style that is predominately steady or stable. The "C" represents a personality or behavioral style that is cautious or compliant.

The PPS was administered to each student in the treatment group at the

beginning of the program. They were told the following:

1. The PPS was not a test
2. One could not pass or fail the PPS
3. The PPS was simply a tool to help one understand his/her and/or others people's personalities better
4. The results would heighten an understanding of one's own behavioral style and identify the environment most conducive to one's own success
5. The PPS would help them learn about behavioral differences of others, and the environment others require for maximum productivity and harmony in the work organization.

The interpretation of the PPS allowed each student to understand his/her predominant behavior style and to "read people" or to understand the predominant behavior style of others. For example, if a student's dominant behavior style was a "D" or "dominant," his or her emphasis would be on shaping the environment by overcoming opposition to accomplish results. This person's tendencies would include: getting immediate results, causing action, accepting challenges, making quick decisions, questioning the status quo, taking authority, causing trouble, and solving problems.

If a student's dominant behavior style was an "I" or "interactive," his or her emphasis would be on shaping the environment by bringing others into alliance to accomplish results. This person's tendencies would include: contacting people, making a favorable impression, verbalizing with articulateness, creating a motivational environment, generating enthusiasm, entertaining people, desiring to help others, and participating in a group.

If a student's dominant behavior style was an "S" or "steadiness," his or her emphasis would be on cooperating with others to carry out a task. This person's tendencies would include: performing an accepted work pattern, sitting or staying in one place, demonstrating patience, developing

specialized skills, concentrating on the task, showing loyalty, being a good listener, and calming excited people.

If a student's dominant behavior style was a "C" or "compliance," his or her emphasis would be on working within existing circumstances to promote quality in products or service.

The students were reminded that there was not a "best pattern" or "behavior style" that one could have. They were told, however, that research evidence supports the conclusion that the most effective people are those who know themselves, know the demands of the situation, and adapt strategies to meet those demands. The students were guided by the consultant to "read" or observe other's behavioral styles.

Specific Examples Used By The Consultant Based Upon The Personal Profile System

Human relations and communication - If a student worker had a "D" personality and his/her supervisor had a "C" personality, the worker must conform to the supervisor's need for compliance. If a student worker with a "D" personality had a supervisor with an "I" personality, the worker must adapt to his/her personality to be more interactive and to be willing to be involved in group activities.

Stress and Conflict - Students learned that they must be alert to personality tendencies that would cause conflict and stress for others. For example, they learned that stressful situations often arise for the following

reasons:

1. An "I" personality experiences stress if adequate time is not allowed for interaction--questions, discussions, etc. "I" personalities cause stress in others by procrastination.

2. A "D" personality experiences stress if deadlines and rapid decisions are not maintained. "D" personalities cause stress in others by demanding that a task or project be completed rapidly--sometimes at the expense of quality control.

3. A "C" personality experiences stress if quality control is not a major component of the instruction or task. "C" personalities cause stress in others by insisting on obtaining details or information that is not necessary to complete the task.

4. "S" personalities cause stress in others by extensive sttention to detail--sometimes at the expense of timeliness. An "S" personality experiences stress if sufficient details and deadlines are not given.

With this knowledge, the student/worker should be able to anticipate and resolve conflicts prior to their forthcoming and/or at least understand why conflicts have arisen.

Time Management - To better understand how different personalities deal with time management, the following examples were given:

1. The "D" personality may lose time by moving too fast on a task and will have to do it over.

2. The "I" personality may lose time by spending too much time on discussion of the task which does not allow sufficient time to complete the task.

3. The "S" and "C" personalities must have a predetermined time sequence for completion or they will get bogged down in detail and extend the task beyond time limitations.

Motivation - To help understand what climate an individual needs in order to be motivated, the following examples were given:

1. The "D" personality needs: power and authority, prestige and challenge, opportunity for individual accomplishments, wide scope of operations, direct answers, opportunity for advancement, freedom from controls and supervision, and many new and varied activities.

2. The "I" personality needs: popularity, social recognition, public recognition of ability, freedom of expression, group activities outside of the job, democratic relationships, freedom from control and detail, opportunity to verbalize proposals, coaching and counseling opportunities, and favorable working conditions.

3. The "S" personality needs: security of the situation, status quo unless given reasons for change, minimal work infringement on home life, credit for work accomplished, limited territory, identification with a group, and traditional procedures.

4. The "C" personality needs: security assurances, standard operating procedures, sheltered environment, reassurance, no sudden or abrupt changes, being part of a group, personal attention, status quo unless assured of quality control, and door openers who call attention to accomplishments.

APPENDIX B

THE TENNESSEE SELF-CONCEPT SCALE
TWO-DIMENSION SCHEME
THREE BY FIVE GRID

Rows	Columns					Row Totals
	Physical Self	Moral Ethical Self	Personal Self	Family Self	Social Self	
Identity: "What she is as she sees herself."	R ____	R ____	R ____	R ____	R ____	RT ____
Self-Satisfaction: "How she feels about the self she perceives."	R ____	R ____	R ____	R ____	R ____	RT ____
Behavior: "This is what I do or this is the way I act."	R ____	R ____	R ____	R ____	R ____	RT ____
Column Totals	CT ____	CT ____	CT ____	CT ____	CT ____	*TPS ____

*TPS = Total Positive Score

APPENDIX C

ANALYSIS OF COVARIANCE SOURCE TABLES

Table 1
Total Positive Self Concept Scores

Source	D.F.	Sum of Squares	Mean Square	F	Prob.
Covariate	1	32675.07	32675.07	72.15	.00
Treatment	1	5.16	5.16	0.01	.94
Model	2	32680.23	16340.11	36.08	.00
Error	56	25360.52	452.87		
Adj. Total	58	58040.75	1000.70		

Table 2
Identity Scores

Source	D.F.	Sum of Squares	Mean Square	F	Prob.
Covariate	1	3090.33	3090.33	63.44	.00
Treatment	1	24.21	24.21	0.50	.50
Model	2	3114.54	1557.27	31.97	.00
Error	56	2728.01	48.71		
Adj. Total	58	5842.54	100.73		

Table 3
Self Satisfaction Scores

Source	D.F.	Sum of Squares	Mean Square	F	Prob.
Covariate	1	4741.77	4741.77	52.18	.00
Treatment	1	31.10	31.10	0.34	.51
Model	2	4772.86	2386.41	26.26	.00
Error	56	5089.38	90.88		
Adj. Total	58	9862.24	170.04		

Table 4
Behavior Scores

Source	D.F.	Sum of Squares	Mean Square	F	Prob.
Covariate	1	3800.94	3800.94	40.65	.00
Treatment	1	12.45	12.45	0.13	.63
Model	2	3813.39	1906.70	20.39	.00
Error	56	5235.83	93.50		
Adj. Total	58	9049.22	156.02		

Table 5
Self Criticism Scores

Source	D.F.	Sum of Squares	Mean Square	F	Prob.
Covariate	1	1021.85	1021.85	120.06	.00
Treatment	1	1.00	1.00	0.12	.65
Model	2	1022.86	511.43	60.09	.00
Error	56	468.13	8.51		
Adj. Total	58	1490.98	26.16		

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